

# Positive Solutions for Families

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Slides adapted from Center for Evidenced-Based Practice: Young Children with Challenging Behavior

# 8 Tips for Parents of Children with Challenging Behavior during COVID 19

- ▶ You can begin by:
- ▶ • Comparing your home rules and expectations with the school's core expectations for behaviors.
- ▶ • Deciding how you can apply the use of those appropriate behaviors in your home and the community.
- ▶ • Identifying a way to set up predictable routines at home (see example on next page).
- ▶ • Modeling the behavior you want to see and reinforcing it consistently.

# Tip #1: Keep Your Expectations Realistic

- Create Reasonable Expectations that you are willing to coach them through, until they are more independent with them.

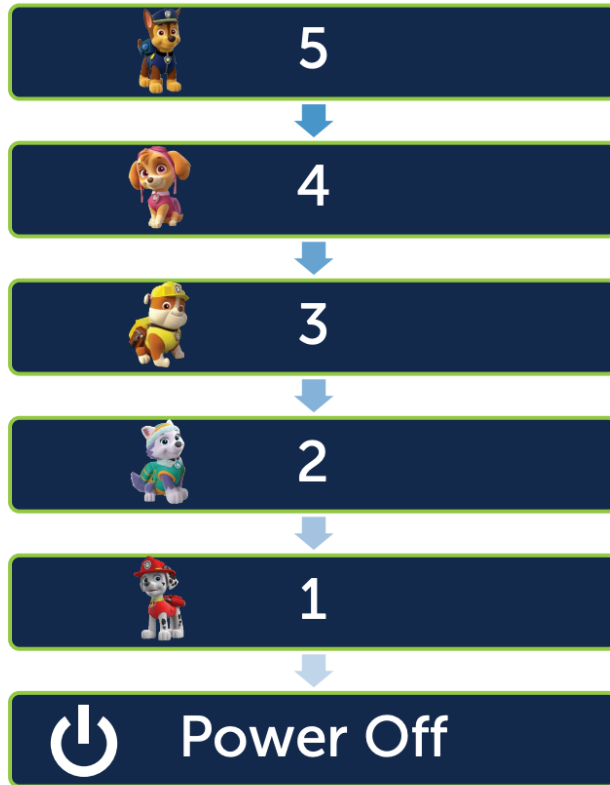
|             | Morning Routine   | Meal Times   | School Work  | Technology Use  | Chores | Bedtime Routine | Free Time |
|-------------|---|--|--|---|--------|-----------------|-----------|
| Respectful  | <ul style="list-style-type: none"><li>• Knock on the bathroom door before entering</li><li>• Flush the toilet</li></ul> | <ul style="list-style-type: none"><li>• Technology Turned off</li></ul>        |  |   |        |                 |           |
| Responsible | <ul style="list-style-type: none"><li>• Dirty clothes in the hamper</li></ul>   | <ul style="list-style-type: none"><li>• Put dirty dishes in the sink</li></ul> | <ul style="list-style-type: none"><li>• Keep your belongings out of reach of the dog</li></ul> | <ul style="list-style-type: none"><li>• Off and away between the following times:</li></ul> |        |                 |           |
| Helpful     |   | <ul style="list-style-type: none"><li>• Clean up Your area</li></ul>           |  |   |        |                 |           |

# Build on what they are doing and be ready to coach and acknowledge!







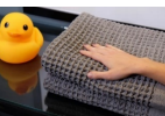
- ▶ What can we expect our children to do on their own, and why do we have to nag ALL THE TIME to do what they are supposed to do?
- ▶ Remember the difference between a skill deficit, performance deficit, and fluency deficit
- ▶ **Skill deficit:** They have not demonstrated or shown evidence of the ability to complete a task or skill independently (example: play Mozart on the piano, or clean a room that requires sorting, organizing, and planning)
- ▶ **Performance deficit:** They have demonstrated the skill or completed a task, but it is emerging, and not yet independent all of the time. Sometimes they can, but not regularly.
- ▶ **Fluency deficit:** They can do it! But not at the rate or to the criteria of your expectation, or in comparison to another in the household.
- ▶ Create reasonable expectations, break it down into small steps, and provide positive feedback as they make progress.

# Tip #2 Plan Ahead/Teach New Behaviors

## Countdown Example



## Hand Washing

|  |  |
|--|--|
|    | Step 1.<br>Turn on <b>warm</b> water       |
|    | Step 2.<br>Get hands wet                   |
|    | Step 3.<br>Get soap                        |
|    | Step 4.<br>Rub hands for <b>20 seconds</b> |
|    | Step 5.<br>Rinse hands                     |
|   | Step 6.<br>Turn water off                  |
|  | Step 7.<br>Dry hands                       |

## Visual Timer Using Stickie Notes



# Tip 3: Clearly State Your Expectations in Advance

## Greeting People

When I meet new people, I like to shake their hand. When I see people that I know, I like to hug them. Some people do not like to touch when they greet others. They may feel sick and do not want to share germs. They may not be comfortable with touching others. When I greet people, I should ask if they are okay with shaking hands or hugging. If they say no, I can wave and just say hi. Asking before shaking hands or hugging, will make everyone feel more comfortable.



## Giving People Space

|   |   |
|---|---|
| <b>All people need to have personal space.</b><br>                        | <b>Being too close can make people feel uncomfortable.</b><br> |
| <b>When I talk to people, I should give them space.</b><br>              | <b>When I sit with people, I should give them space.</b><br>  |
| <b>Giving people personal space, keeps them happy and healthy.</b><br> |   |

## Giving People Space When Talking

I like to talk to my friends and family. Sometimes I stand or sit very close to them when I am talking. When I do this, the other person may feel mad or unsafe. People like to have some space when they are talking to others. When I talk to my friends and family, I can stand or sit at least an arm's distance away. Giving people space when I talk will make them happy.



# Tip #4 Offer Limited, Reasonable Choices

- ▶ Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice.
  - ▶ “I would like help with dinner, would you like to make a salad or wash dishes?”
  - ▶ “It is time for school work, do you want to start with your journal or your history project?”
  - ▶ “We need to get some fresh air, should we take the bikes out or go for a walk on the trails?”
- ▶ In each example, helping/working/going outside were not optional, but the child is allowed to execute decisions and preferences and extended some control.

# Tip #5: Use “When...Then” Statements

- ▶ A “when...then” statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she wants to do). This is also known as a contingency statement.
- ▶ When you use a contingency statement, be sure you:
  - ▶ Give it a positive focus
  - ▶ State it only once
  - ▶ Set a reasonable time limit
  - ▶ Follow through
  - ▶ Are prepared for your child’s response- -it may be “NO”
- ▶ It is a rainy day, and after your daughter sleeps in a little longer than normal, she gets up and asks to play the PS4/Video Game. “We will be stuck inside today, so I think you can play your PS4 today. When you do your morning chores, and finish your math lesson, then you can play on it until it is time for your afternoon lesson.”
- ▶ The child hears, YES, and the tasks that are required before she can access she deems “do-able,” and “achievable,” with reasonable effort.



# Tip #6: Catch Your Child Being Good



- Give your child a hug
- Leave a surprise note or drawing
- Read a book together
- Say, “Tell me how you are feeling”
- Say “yes” to the next question they ask (within reason...do not send a bill for a pony)
- Say “I love you”
- Go outside together
- Have a dance party
- Say, “I appreciate when you...”
- Let them stay at late for a special movie night

Even children with challenging and persistent behaviors, get it right alot!

# Home-based acknowledgement Systems



**THOMAS' TOKEN BOARD**

|   |   |  |
|---|---|--|
|  | HAVE SAFE HANDS                           |  |
|  | KEEP FEET ON FLOOR                        |  |
|  | HAVE QUIET VOICE<br>OR<br>HAVE SAFE MOUTH |  |
| <b>I WILL EARN...</b>   |   |  |

**I READ TO MY**



|  |  |  |  |  |  |  |
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## REWARDS

DO:

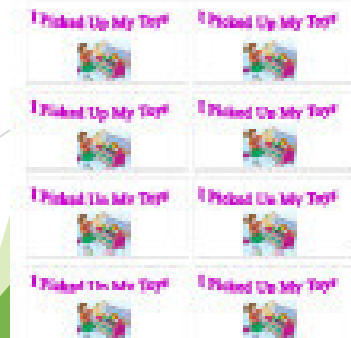
EARN:

Make your bed 2 chips  
Clean up bedroom 2 chips  
Brush your teeth (x2) 2 chips  
Brush your hair (x2) 2 chips  
Clean up your toys 2 chips  
Clear your dishes 2 chips  
Ready for bed on time 2 chips  
Ready for school on time\* 3 chips  
Going to bed on time\* 3 chips  
meaning: \*no delays!  
Using please and thank you 1 chip  
Doing things the first time 1 chip

BUY:

USE:

One Netflix Episode 5 chips  
Playdate at friend's house 10 chips  
Playing outside 5 chips  
One hour DS or Game time 5 chips  
Use of electric car outside/1hr 10 chips  
Extra 5 minutes snuggles 2 chips



# PBISWorld for Multiple Examples for home-based reinforcement systems

► <https://www.pbisworld.com/data-tracking/>

## ► Tips:

- Provide specific praise, Instead of “you did a good job today”, say, “I like how you took care of your learning materials, that showed responsibility.”
- Prepare to coach your child through new routines and provide reminders, provide cues and reminders to support them.
- Be consistent! Stick with it and stay positive, if your child makes an error, review it with them if they are able to, and try again next time.
- Set criteria for rewards/reinforcement based on behaviors that they can do independently, or are beginning to emerge. Be careful not to set the bar so high that they will not meet it consistently.
- Provide feedback/token/point in a timely manner, as soon as reasonable after the child met the criteria or performed the task.
- Share what you are doing with a support team/school team/family practice, and seek guidance when you feel stuck!

## Behavior Charts

[Search for Charts by Character](#)

[Search for Charts by Theme](#)

[Behavior Charts Ages 3+](#)

[Behavior Charts Ages 11+](#)

[Behavior Charts for Specific Behaviors](#)

[Single Behavior Charts](#)

[Step Charts-Popular Characters](#)

[Step Charts-Plain](#)

[Monthly Behavior Charts](#)

[Behavior Charts for Kids to Color](#)

[Behavior Charts to Count & Color](#)

[Color by Number Charts](#)

[Chore Charts for Preschoolers & Toddlers](#)

[Chore Charts Ages 4+ Popular Characters](#)

[Chore Charts Ages 4+ Plain](#)

[Chore Charts Ages 11+](#)

[Chore Charts to Color](#)

[Family Chore Charts](#)

[Printable Chore Dice](#)

[Star/Sticker Charts](#)

[Punch Cards](#)

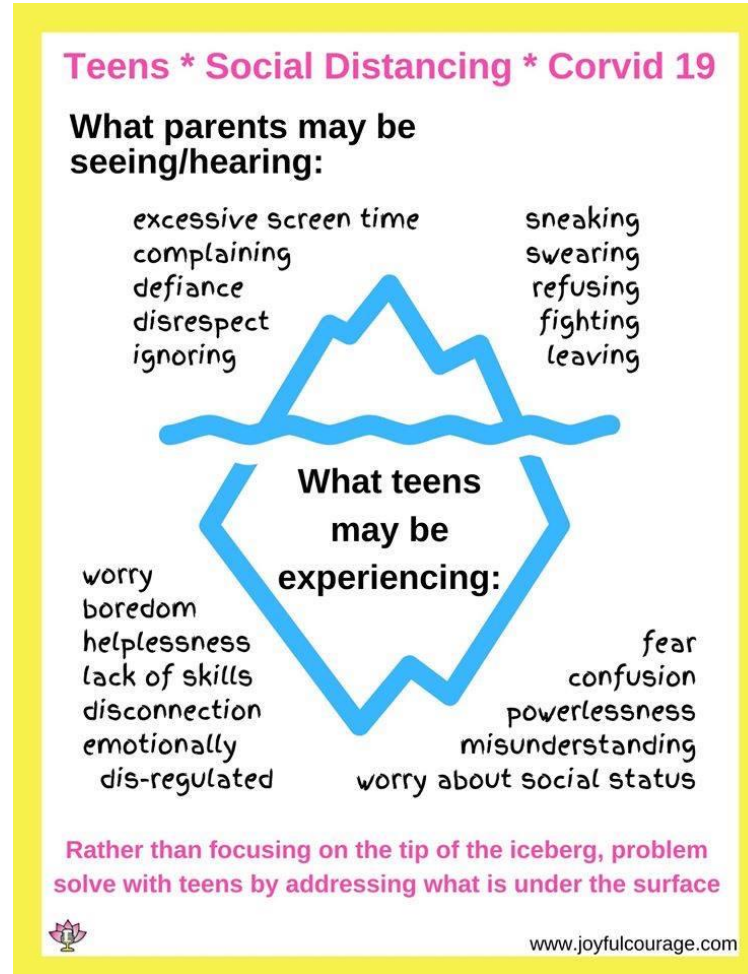
[Dental Care Charts](#)

# Tip #7: Stay Calm

- This is hard
- You are not alone
- Look for the good
- Reach out for help!
- Take care of yourself!



#Skye



## 5 Steps to Calm and Centered (Even When Your Child is Out of Control)



# Tip #8: Use Neutral Time

- ▶ Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur either before or after a child's unacceptable behavior occurs.
- ▶ Waiting for a good time to debrief or to address a problem behavior is not the same as ignoring it.
- ▶ When emotions are high, we often can not access the regions of our brain responsible for reason, logic, planning, and perspective taking.
- ▶ Wait for a time when both the parent and the child are in a "good place" or in the green zone (Zones of Regulation) to plan for more effective problem solving.



# Zones of Regulation

## The Zones of Regulation & Make Social Learning Stick

### Teamed Up for a **Live Recorded Q&A** on Resources & Ideas to Support Distance Learning





Navigating the challenges of social distancing, proactive ideas for supporting your kids, and taking care of yourself during these uncertain times

In partnership, [Leah Kuypers](#), [Elizabeth Sautter](#) and [Emily Walz](#)  
(available on [The Zones of Regulation Facebook Live](#) and [YouTube](#))

1. Ideas and Visuals for Distant Learning (click [here](#) to listen to the detailed descriptions)
2. Free and Discounted Materials
3. Links to Resources Discussed
4. Accessing Future Information

The **ZONES** of Regulation® Reproducible E The Zones of Regulation Visual

## The **ZONES** of Regulation®

|   |   |  |  |
|---|---|--|--|
|  |  |              |       |
| <b>BLUE ZONE</b><br>Sad<br>Sick<br>Tired<br>Bored<br>Moving Slowly                | <b>GREEN ZONE</b><br>Happy<br>Calm<br>Feeling Okay<br>Focused<br>Ready to Learn   | <b>YELLOW ZONE</b><br>Frustrated<br>Worried<br>Silly/Wiggly<br>Excited<br>Loss of Some Control | <b>RED ZONE</b><br>Mad/Angry<br>Terrified<br>Yelling/Hitting<br>Elated<br>Out of Control |

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# Incredible 5 Point Scale

aspenus

## The Stress Scale

|   |                      |
|---|----------------------|
| 5 | I could lose control |
| 4 | Can really upset me  |
| 3 | Makes me nervous     |
| 2 | Bugs me              |
| 1 | Never bothers me     |

Name: \_\_\_\_\_ My \_\_\_\_\_ Scale

| Rating | Looks like | Feels like | I can try to |
|--------|------------|------------|--------------|
| 5      |            |            |              |
| 4      |            |            |              |
| 3      |            |            |              |
| 2      |            |            |              |
| 1      |            |            |              |

|   | Feels like | Looks like  | I can   |
|---|------------|---|---|
| 5 |            | Screaming<br>Hitting<br>Kicking<br>Running away           | Go to break area<br>Take deep breaths<br>Go back to a 4 |
| 4 |            | Yelling<br>Not being in my space<br>Arguing               | Drink water<br>Take a break<br>Go back to a 3           |
| 3 |            | Loud voice<br>Not following directions                    | Take deep breaths<br>Ask for help<br>Go back to a 2     |
| 2 |            | Listening to others<br>Calm words & body<br>Doing my best | Earn stars & have a great day!                          |
| 1 |            | Tired eyes<br>Lying on floor<br>Not listening             | Get a drink<br>Stand & Stretch<br>Get fresh air         |



# Supporting ELL and Families when language is a barrier

- ▶ Translator and Interpreter Services:  
<https://www1.maine.gov/doe/learning/englishlearners/translatorresources>
- ▶ Maine Parent Federation Response:
  - ▶ AT&T language line but that is specifically for phone calls. You could however connect a district with the language line to assist in virtual communication with families.



# Remote Teaching of Second Step! Great Resource!!



My Dashboard

Programs ▾

Help ▾

## COVID-19 RESPONSE

### Resources for Students and Families



## Ways to Cope in Trying Times

We know this is a stressful time for students, families, and educators. Concerns about the spread of COVID-19 are growing. Here, we've compiled a list of resources you can use to help young people learn the social-emotional skills they need to get through these challenging events.

As we continue to monitor this ever-changing situation, we'll provide more support addressing the needs of our community, our Second Step clients, and their students.

### Remote-Instruction Guidance for Early Learning–Grade 5

#### Detailed Guidance for Kindergarten–Grade 8

We understand you may not have access to your kit. Many of the recommendations in this PDF don't require the physical Second Step kit, like art projects, Brain Builder activities, and sing-alongs. But, some do. We'll continue to work to provide supports for all of our clients with and without kits.



## SEL at Home: Resources for Remote Learning

### Guidance for Remote Instruction for Second Step Early Learning–Grade 5 and Family Supports

Every day, more schools and districts are moving to remote, online instruction in response to the COVID-19 virus situation. To keep your Second Step momentum going, please share and use the following resources.

#### Early Learning

In the event of a prolonged preschool program closure, teachers may wish to provide resources to families and caregivers to encourage continuity of skill development for children.

In your SecondStep.org Dashboard, under Early Learning SEL Resources, you can email the following resources to families and caregivers.

- [Talking About Books Family Letter](#)
- [Early Learning Storybooks for All Units](#)

Families can also go online to find resources and activities to support Second Step at home. Here are directions you can provide to give them access:

1. Go to [www.secondstep.org](http://www.secondstep.org)
2. Under New Users, click "Create Account"
3. Complete the required fields
4. Add Program Activation Key: SSPE FAMI LY68

Go online today!

[www.secondstep.org](http://www.secondstep.org)  
Enter this activation key:  
SSPE FAMI LY68



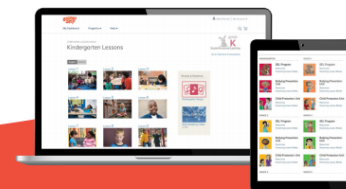
#### Kindergarten–Grade 5

Committee for Children offers the following guidance for K–5 teachers who are delivering lessons remotely:

- The script for each lesson is found only on the back of the physical lesson cards. When teaching lessons remotely, it will be important to have your physical Second Step classroom kit available to give you access to the script for each lesson element.
- If you haven't already, go to your Dashboard at SecondStep.org to register your Second Step kit's unique Program Activation Key.
- Conveniently, the media for each lesson is available online, including lesson card images, lesson videos, Brain Builder resources, and songs.

To access Streaming Lesson Media:

1. Log into [www.secondstep.org](http://www.secondstep.org)
2. Click on "My Dashboard"
3. Select the grade level you're teaching
4. Click on "Streaming Lesson Media"



## Family Access to K-5 Songs, Photos, and Videos

Through June 30, 2020, families can access K-5 lesson media through the Families tab of SecondStep.org. Instructions for how families can create an account are in each grade level's Family Letter. Find Family Letters by clicking Resources on your Dashboard, then clicking Downloads in the blue navigation bar at the top of the page. Once families are registered you can either ask them to log in and navigate to the media, or you can send them direct links to the specific songs, photos, and videos you'd like them to see.

### Free Second Step and Committee for Children Resources for Educators and Families to Use During School Closures

- **Free Social-Emotional Learning Activities:** There are a number of Second Step activities freely available online for children ages 5–13. Many of these are adaptable for remote learning or for families to do at home with their children.
- **The Imagine Neighborhood:** This new podcast for families is designed to help children and grown-ups practice their social-emotional skills. Each episode tells a story that's amazing, fantastical, and maybe a little bananas, while it tackles the big feelings that come with growing up.
- **Mind Yeti®:** Fifteen of our mindfulness program sessions are now available for anyone to use, no experience necessary! Designed for educators and families to do alongside children, or for older children to do on their own, Mind Yeti provides a great way for everyone to practice mindfulness during this difficult time.

**Mind Yeti on Vimeo:** [English](#) | [Spanish](#)

**Mind Yeti on YouTube:** [English](#) | [Spanish](#)

**Mind Yeti Podcast:** [RSS Feed](#) | [Spotify](#) | [Stitcher](#)

- **Little Children, Big Challenges:** Committee for Children and Sesame Street have partnered to create a collection of resources for young children facing significant challenges. These materials, aimed at building children's resilience, may be useful for educators and families.
- **Captain Compassion®:** Here, children can find games, comics, and activities they can do on their own, or with their families, to learn about how they can help stop bullying.
- **Hot Chocolate Talk:** A resource to help families talk with their children about child sexual abuse. Families may be spending a lot more time together during school closures, which makes this an opportune time to have these difficult but very important conversations.
- **ParentTeen Connect:** For families with older children, this resource provides an online experience they can share together. It's loaded with videos, resources, and useful advice to help teens and the adults in their lives address hot-button topics.

## Mind Yeti

Mind Yeti is a library of research-based guided mindfulness sessions that help kids and their adults calm their minds, focus their attention and connect to the world around them. Created by nonprofit Committee for Children. Visit website: <https://www.secondstep.org/covid19support>

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Share



### Get Your Mind Ready With ...

Mind Yeti

Watch this brief video introduction to the world of Yeti. Mind Yeti is mindfulness for kids and their...



### Hello Breath: Listen

Mind Yeti

Say hello to your body's calming superpower, your breath.



### What Is Mindfulness?

Mind Yeti

Watch this brief video introduction to mindfulness.

# Resource Links

- ▶ Affirm Modules:  
<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/covid-resources/Supporting%20Individuals%20with%20Autism%20through%20Uncertain%20Times%20Full%20Packet.pdf>
- ▶ Second Step: <https://www.secondstep.org/covid19support>
- ▶ Incredible 5 Point Scale (For Home)  
[https://autisminternetmodules.org/dash.php?cat=dash\\_tab\\_mn](https://autisminternetmodules.org/dash.php?cat=dash_tab_mn)
- ▶ Zones of Regulation/Remote Teaching:  
<https://www.youtube.com/watch?v=R00pdWf7GFU&feature=youtu.be>
- ▶ Positive Solutions for Families: [https://assets-global.website-files.com/5d3725188825e071f1670246/5d82ae9bc5a7f4d2b086110e\\_positivesolutionsforfamilies%5B1%5D.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d82ae9bc5a7f4d2b086110e_positivesolutionsforfamilies%5B1%5D.pdf)

